

## **How We Teach Reading**

### **Intent**

Our intention is to enable all children to love reading. When our children leave us at the end of Year 6, it is our aim that they do so ready to take the next step in their learning in secondary school.

### **Implementation and how we assess Impact**

At Clawton, we teach reading within and through Letters and Sounds phonics, Accelerated Reader, Guided Reading, Talk 4 Writing and our own talk expectations. We take an inferential and research-based approach to reading across the school and provide (through talk, text and surroundings) a language rich environment. The use of phonics is encouraged through our spelling process 'Decision Spelling' and so continues as a reading strategy throughout the school. In Foundation Stage, Year 1 and Year 2, we aim to link as much of the curriculum as possible to the children's phonic knowledge and development. We also ensure that, wherever possible, the texts we use link to our learning theme and our school values. This approach is taken throughout the school and is underpinned by our values-driven curriculum.

Our choice of reading material ensures that reading is central to our teaching across the curriculum. Of course, reading is more than just phonics! As well as a phonically decodable reading book appropriate to each child's age and ability level, children are also provided with a quality library book, changed on a weekly basis, to take home and enjoy with family. The immersion of the child in high quality reading material is essential and gives the child a choice in what they read. Throughout the year the staff work with parents to develop their understanding of reading and ways to support their child.

Our curriculum promotes performance as a key skill in our children's development. The expectation that children will communicate in front of an audience gives purpose and meaning to reading and offers the children the opportunity to experience real reciprocity.

The teaching of phonics is systematic. All children\* are expected to be able to access and understand how to decode, blend and segment and above all develop fluency in reading beyond instructional reading.

The children's learning in phonics is carefully set out in the Letters and Sounds planning documents that can be accessed below in the phonics information pack.

The development through phonics is separated into phases as the table below shows:

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

The timings are dependent on the children's additional needs and development - but we aim to be as consistent as possible. This ensures we have the right amount of pace and coverage essential in sustaining learning development.

As far as possible early reading is supported individually, although we do not have the resources to hear all children read individually on a regular basis. The teachers will assess which children need additional help to catch up and ask the parents to work with them at home. Children take reading books home and parents are given guidance on good strategies to use when reading with their children.

In order to make the teaching of reading manageable across the school we read in groups. The groups will be of a similar ability to allow for good discussion about the text. Where appropriate, classes can incorporate a whole class session into their reading learning. These daily sessions last for up to 30 minutes and focus on the development of inference and summary skills. These skills are: vocabulary, infer, predict, explain, retrieve and summarise. The text used is a class one, and often feeds into the topic. This allows reading to span the whole curriculum, with the text often leading into other lessons later in the day. Writing sequences are also often drawn from the same text. These whole class reading sessions are supported by smaller guided sessions twice weekly for readers who require extra provision.

As the children progress through their education, we assess their reading performance using different strategies. From Year 2 upwards, children undertake a comprehension test in January and at the end of the Summer term to underpin teacher assessment. If a child is not making the progress a teacher would expect they will try and intervene through differentiated questioning and provision during quality first teaching. If the child begins to fall behind the teacher will work with them, probably in a group, to meet their 'need'. As phonics is synthetic we expect all\* children to make the appropriate progress and pass the phonic check in Year 1. Moving into Year 2, using disadvantage funding, we offer targeted interventions which are teacher or T.A. led. There is also a Reading Recovery-trained practitioner who works within Alumnis Multi Academy Trust and is available to provide support where possible.

Children are moved on to the Accelerated Reader programme when they are deemed fluent and able to support their own reading independently using the skills they have acquired. The Accelerated Reader programme supports the transition from phonics-based learning, allowing children access to a wider range of quality texts of different genres. These texts continue to support decoding and inference within a level appropriate to the child. As part of the Accelerated Reader programme, children undergo regular reading assessments (Star Tests) which assess their reading age and adjust their Zone of Proximal Development (ZPD) accordingly. Upon finishing a text, children are also able to take quizzes which test their comprehension skills.

In order that all children understand their teacher we have a school wide system for ensuring continuity in the delivery of phonics in the naming, sounding, blending and

segmenting phases. This is linked into our early instruction of handwriting , where the teacher is expected to provide writing and practise reading opportunities in line with the learning in phonics (see phonics information below).

*Note: The \* is used to show that while we have expectations that all children could make the appropriate learning development SEND sometimes means that this expectation is not possible. Children with such challenges will be on our SEND register and have an appropriate learning target.*

Resources

<http://www.letters-and-sounds.com/> for parents and teachers

## **Phonics Information Pack**

At Clawton we follow the Letters and Sounds programme for our teaching of phonics. Letters and Sounds is a phonics resource published by the Department for Education and Skills.

### **The Terminology**

#### **Phoneme**

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

#### **Grapheme**

A grapheme is a symbol of a phoneme. It is a letter or a group of letters representing a sound.

#### **Segmenting**

#### **and**

#### **Blending**

Segmenting consists of breaking down words into phonemes in order to spell them. Blending consists of building words from phonemes to read. Both skills are important.

#### **Digraph**

This is when two letters come together to make a phoneme. For example, /oa/ makes the middle sound in 'boat' and is also known as a vowel digraph because it is made up of vowels. There are also consonant digraphs such as /ch/, /sh/ and /th/.

#### **Trigraph**

This is when three letters come together to make one phoneme, for example /igh/, which makes the middle sound in 'light'.

## Quadgraph

This is when four letters come together to make one phoneme, for example /tion/ makes the last sound in 'exception'.

## Split

## Digraph

A digraph in which two letters are not adjacent but still make one sound. An example of this is found in **ma**ke.

## Abbreviations

VC, CVC and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words. For example, 'am' is a VC word, 'slam' is a CCVC word, etc.

Phase 2	Phase 3	Phase 4	Phase 5
New graphemes: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss	New graphemes: j, v, w, x, z, zz New consonant digraphs: ch, sh, ng, th New vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	No new graphemes are introduced. Emphasis is on spelling and adjacent consonants: CVCC and CCVC words	New graphemes: ay, ou, ie, ea, ay, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e
Tricky words: the to no go I	Tricky words: he she we me be was you they all are my her	Tricky words: said have like so, do some have come were there little one	Tricky words: oh their people Mr Mrs looked called asked could

		when out what	
Sounds that should be known: a, d, c, ck, d, e, f, ff, g, h, l, k, l, ll, m, n, o, p, r, s, ss, t, u	Sounds that should be known: ai, air, ar, ch, ear, ee, er, igh, j, ng, oa, oi, oo (moon), oo (book), or, ow, qu, sh, th, ur, ure, v, w, x, y, z, zz	Sounds that should be known: st, nd, mp, nt, nk, ft, sk, lt, lp, lf, pt, xt, trr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, pr, sc, sk, sn, nch, scr, shr, dg, str, thr	Sounds that should be known: ay, ou, ie, ea, oy, ir, ue (glue), ue (statue), aw, wh, ph, ew (pew), ew (screw), oe, au, ey, a_e, e_e, i_e, o_e, u_e (cube), u_e (flute)